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ABSTRACT

This manual describes the Kolehion Mandikike English-Chamorro bilingual/bicultural education project in Guam. Begun in 1970, the project is located at Price Elementary School in Mangilao and Torres Elementary School in Santa Rita. A general overview of the project is presented here, along with a discussion of training for staff members, materials development, and parent involvement. The text is in English and Chamorro. (PHP)

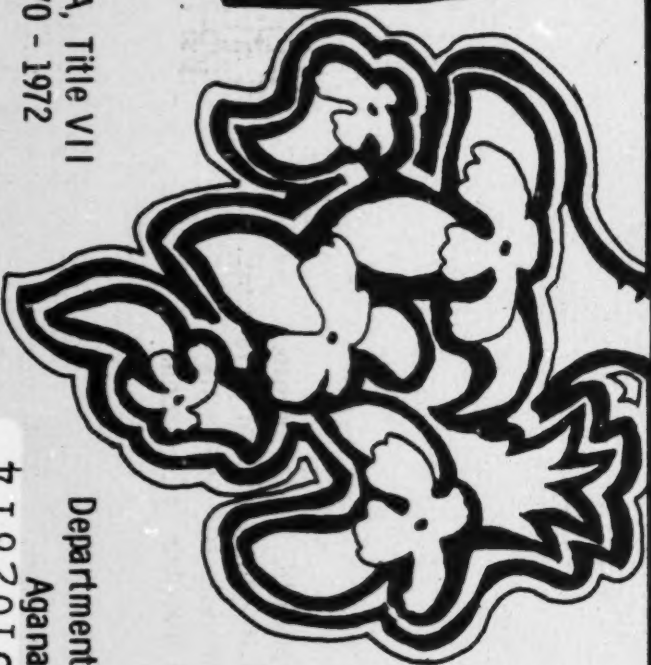
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BILINGUAL

KOLEHION MANDIKIKE PROJECT



ESEA, Title VII
1970 - 1972



BICULTURAL

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Kana' Ha' Malilingu i Irensia-ta

I lina'ia' i taotao-ta
Esta siha mammatulaika
Sa' i tiningo' Amerikanu
Guini pa'go ta adodopa.

I magagu nu i ma'u'sa
Mamadalalaki i modano.
Ai na difirensia yan i mamalofan
Anai ma'adadahi i temmo.

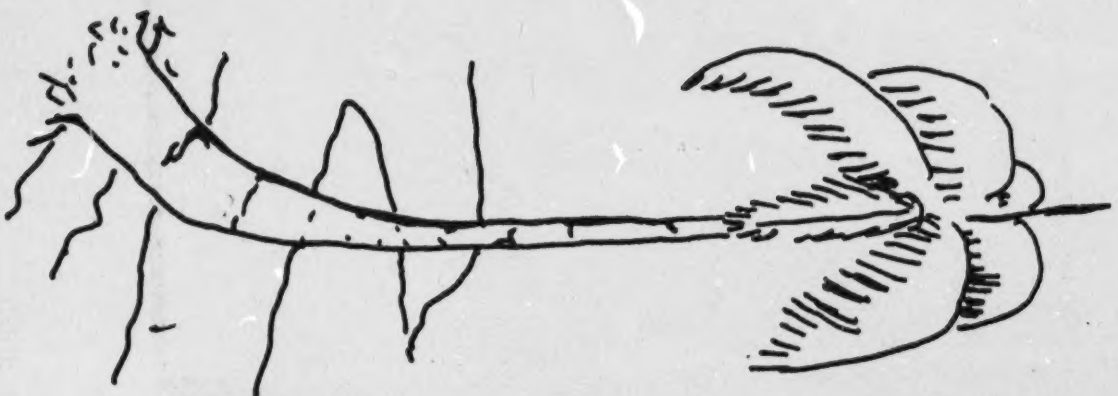
I famagu'on-ta pa'go na tiempo,
Parehu ha' famalao'an yan lalahi,
I minagof tano' madalalaki
Sa' i ginagao-ñiha siha tana'i.

I respetu para i manamko',
I manginge', esta malilingu,
I resuttan i nuebu na fina'na'gue
Yan i nuebu na tiningo'.

Afañe'los, ti debi di ta fanhanadatte
Sa' para mo'na ta hananague;
I kombeniente na lina'ia'
Ayu pa'go ta falalague.

Este unu ha' ta gagagao:
I lengguahi-ta nihi ya ta satba,
Sa' este ha' na irensia-ta
I mas debi di ta guatdia.

Angelina P. Ada



HAFA ESTE I BILINGUAL NA PROGRAMA? WHAT IS A BILINGUAL PROGRAM?

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We can speak, read, and write in two languages. Can you?

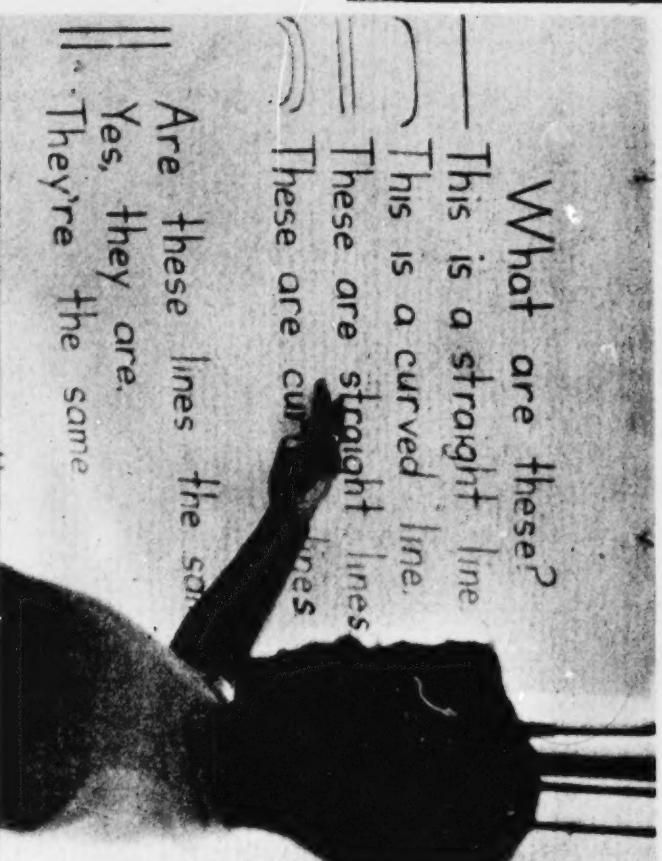
Siña ham manguentos, manmanaitai, yan mamange' fino' English yan fino' Chamorro. Ya hagu, siña hao? →



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Bilingual i programa sa' manguekuentos ham yan manmanaitai ham gi fino' English yan fino' Chamorro.

In estutudia lokkue' i lina'la', i kostumbre, yan i tiningo' antes yan pa'go gi dos na rasan taotao, Amerikanu yan Chamorro.



WHAT IS A BICULTURAL PROGRAM?

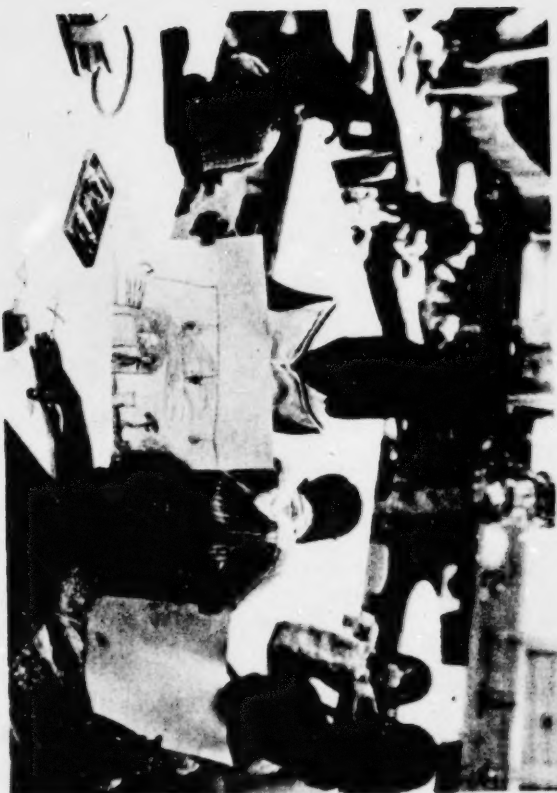


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In a fast growing 20th Century community, the bilingual - bicultural program stresses the beauty of the ability to live and work within two cultures.

We get to know the American way of living and the Chamorro way of living. We learn about our culture of the past and of the present time.

We have fun learning about children in the United States and other places. We enjoy our school, just as other children do.



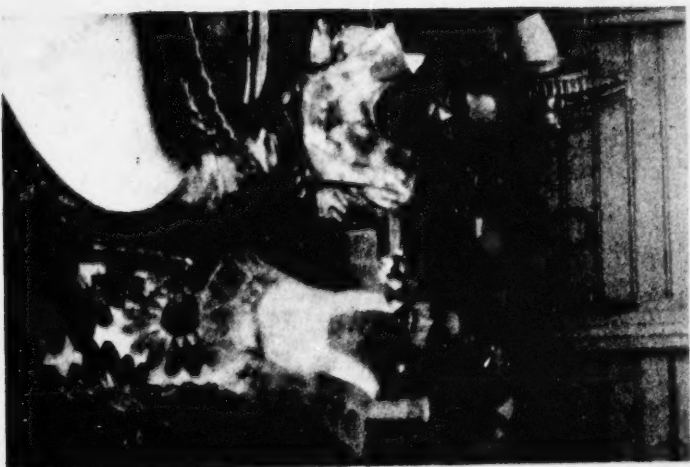
HABA KUMEKE'ILEK-ÑA I BICULTURAL NA PROGRAMA?

Gos na'magof matungo' pot i famagu'on
iya America yan i otro tano' siha.

Mamparehu ham yan i otro siha na
famagu'on, gos yan-mami maneskuela.

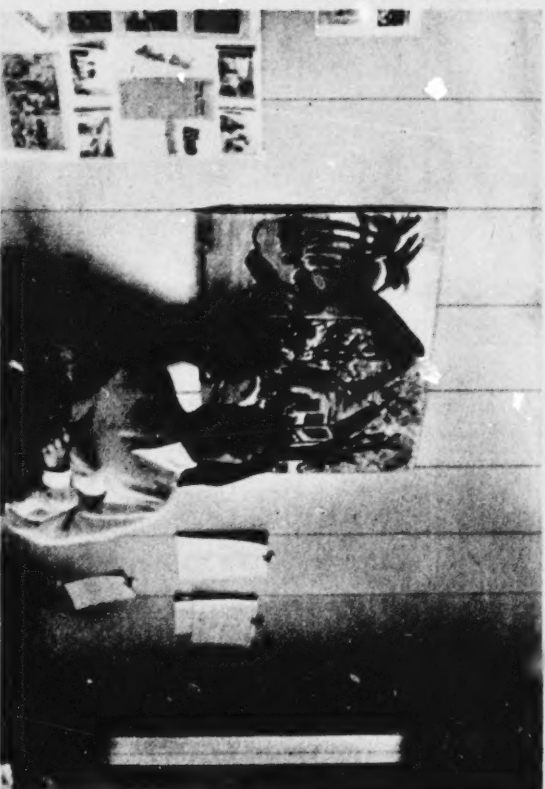


Este buninitu-ña i bilingual-bicultural
na programa, i manmafa'nana'gue ham
na siña hit mandaña' ya manla'la'
entre i dos na rasan taotao, achok ha'
difirensiao i tiningo' yan i kostumbre.



WHEN WAS THE PROGRAM STARTED ON GUAM?

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The Guam Bilingual-Bicultural Project, started in 1970. It is now in its third year of a five year experimental program. It is funded by the Elementary and Secondary Education Act, Title VII and the Department of Education to study the effects of bilingual education in

- (1) enhancing the educational achievement
- (2) culture awareness, and
- (3) self concept of Guamanian children.

WHERE IS IT LOCATED?

The project is located at Price Elementary School in Mangilao and Torres Elementary School in Santa Rita. For the school term 1972-1973, there will be approximately, 260 children enrolled in Kindergarten, Grade 1, and Grade 2.





NGAI'AN NA MATUTUHON I PROGRAMAN KOLEHION MANDIKIKE'?

Matutuhon i Bilingual-Bicultural na programa gi 1970. Esta tres años di masigi mo'na, ya para mana'fonhayan sinko años gi ayudon i gobiernon federat yan i depattamienton edukasion giya Guam. Ginen este na programa na siña mail'e' hafa resutta-ña i programa gi:

∞

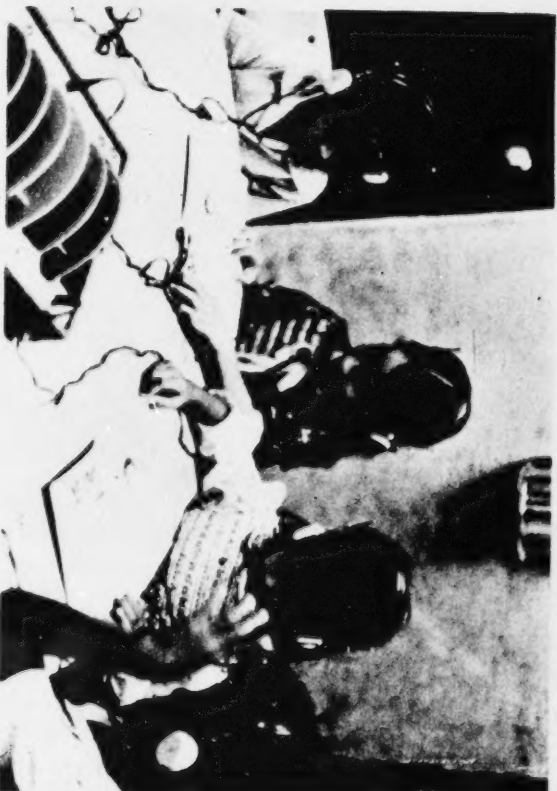
- (1) ma abansan i tiningo' i famagu'on,
- (2) ma'agradesen i tiningo' i Chamorro, yan
- (3) hinasson i famagu'on pot siha ha' na maisa.

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MANU NA GAIGE ESTE NA PROGRAMA?

Gaige i KOLEHION MANDIKIKE' gi Price Elementary School, giya Mangilao, yan Torres Elementary School giya Santa Rita.

Pa'go na sakkan: (1972-1973) u guaha kasi 260 na famagu'on gi Kindergarten, primet gradu, yan sigundo gradu.

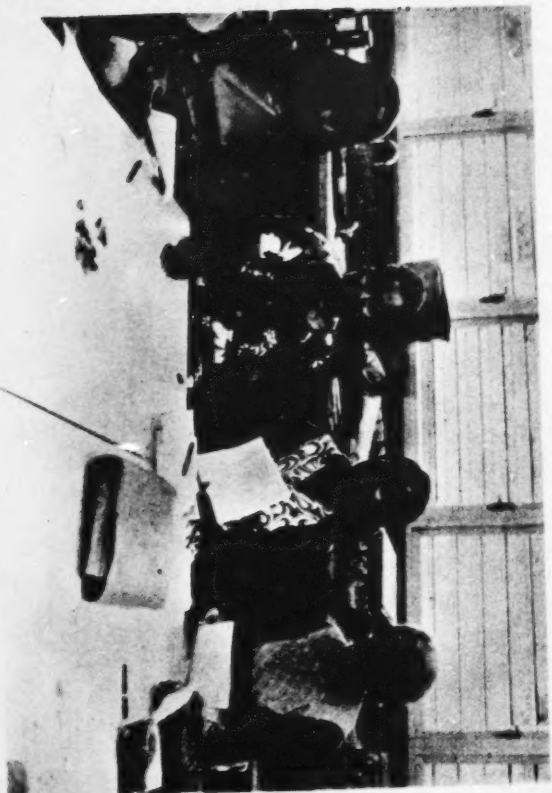


DO THE STAFF MEMBERS NEED SPECIAL TRAINING?



Indeed, we do. Summer workshops and weekly in-service sessions are coordinated with the University of Guam. The project allows the non-degreed teachers to attend the University of Guam one-half of the working day so they can work toward their degrees.

Off-island consultants also observe us at work, so we can improve our instructional procedures.



KAO GUAHA ESPESIAI MANMAFA'NANA'GUE I MA'ESTRA SIHA GUINI NA PROGRAMA?



Hungan, adai!

Makonstrata i University of Guam para u fanmafa'na'gue i ma'estran i KOLEHION MANDIKIKE' ni manespesiat na tiningo' para u ma'usa guini na programa.

Achok ha' ti monhahayan estudiantu-ña i ma'estra, siña umeskuela gi University, medio dia kada ha'anen eskuela esta ki monhayan i estudiantu-ña



WHERE DO YOU GET YOUR MATERIALS?

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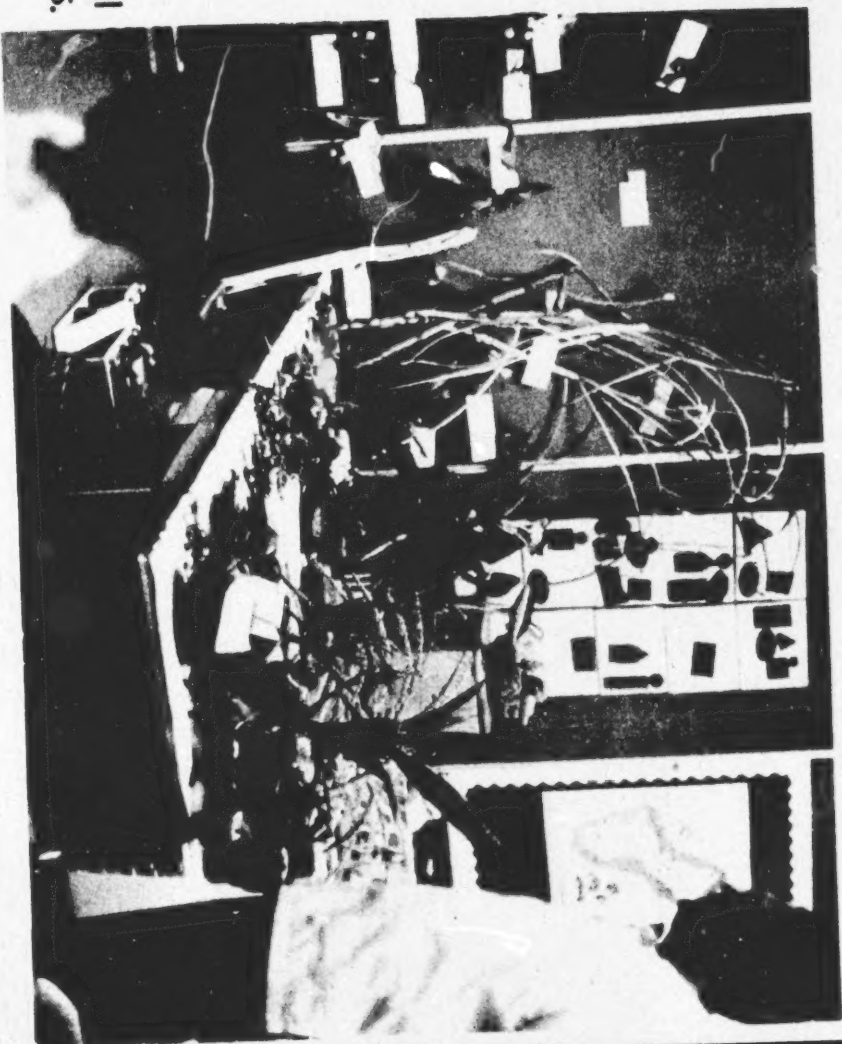
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MATERIALS DEVELOPMENT

The preparation of Chamorro materials has been one of the most challenging aspects of the project. Prior to this program, Chamorro reading materials for children were non-existent. Part-time artists and writers, along with the bilingual staff, have produced all the materials themselves. These now include legends, translated stories, teacher's manuals for Kindergarten, Science and Social Studies, phonics, and five locally published books for children.

The production of materials is coordinated with the Learning Resource Center of the Department of Education.



Local plants and artifacts are donated by the parents and utilized for instruction.

Due to the enormity of this task, this component is also funded under an ESEA, Title III grant.

MANU NA MANMACHUCHULE' I MATERIAT SIHA PARA LEKSION?

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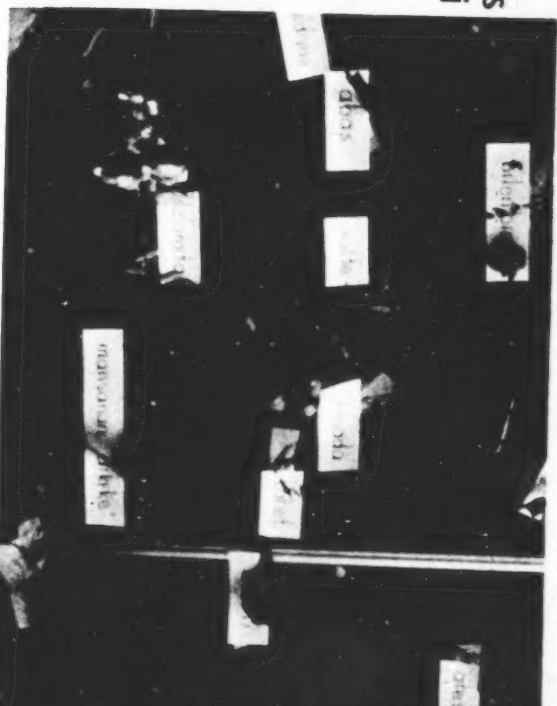
Anai para matutuhon i programa, ginen tayá lepblo pat masea hafa na tinige' ni' siña ma'usa para leksion gi fino' Chamorro. Pues mandaña' i ma'estra siha ya matuge' diferentes siha na leksion. Guaha lokkue' mamamementa litratu para i famagu'on ni' manma'emprenta giya Guam. Meggai na kant? yan kuentos siha para u famataitai. Guaha leksion siha gi fino' Chamorro gi Science yan Social Studies. Lokkue' i pumalu na leksion ginen i lepblo finu' English ni' manmatatto ginen America.

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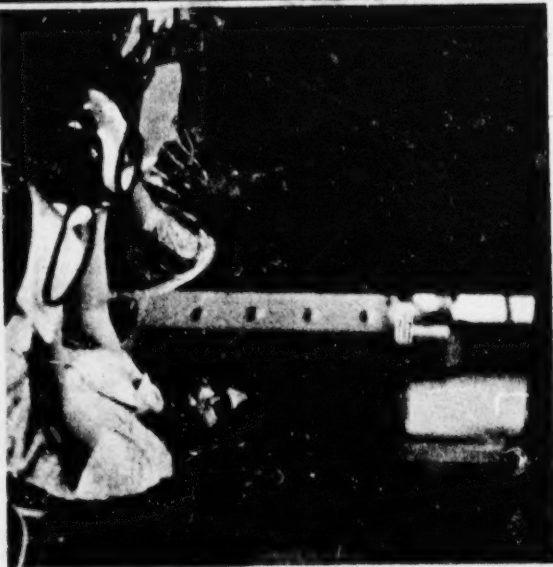


I mañaina manmanna'i tinanom siha yan diferentes kosas Guam para ma'usa gi leksion i famagu'on.

Sumaonao este siha na cho'cho' gi inapasen i ESEA, Title III, ginen i gobietnon federat.



ARE PARENTS INVOLVED IN THE PROGRAM?

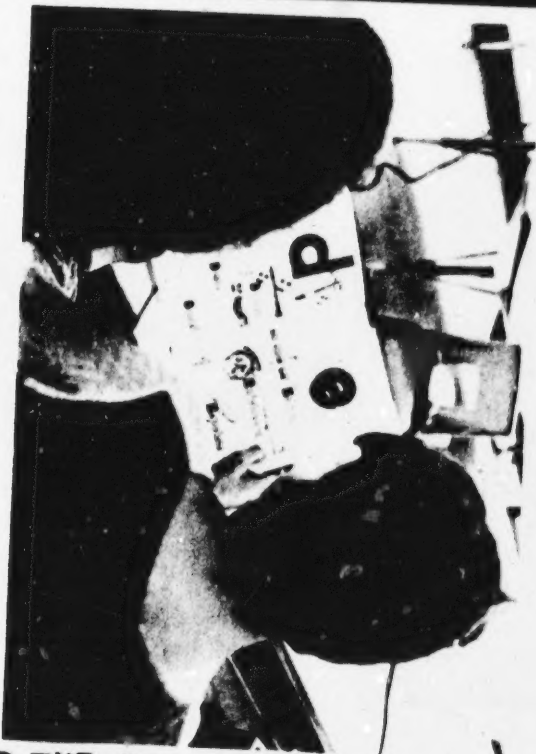


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Parents are a vital part of the program. They serve on the Advisory Council and donate time and services to many of the cultural activities. The community aides coordinate parental involvement.



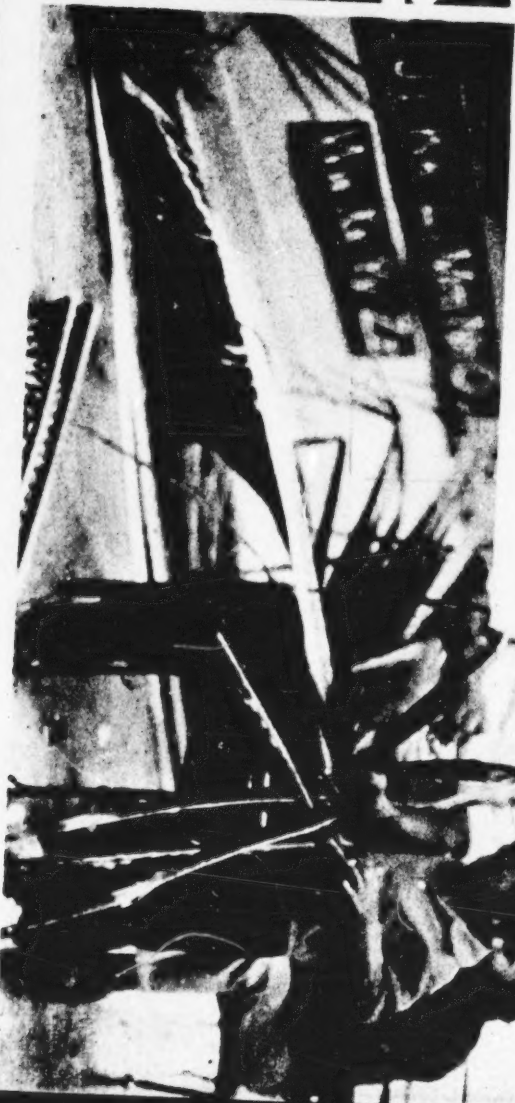
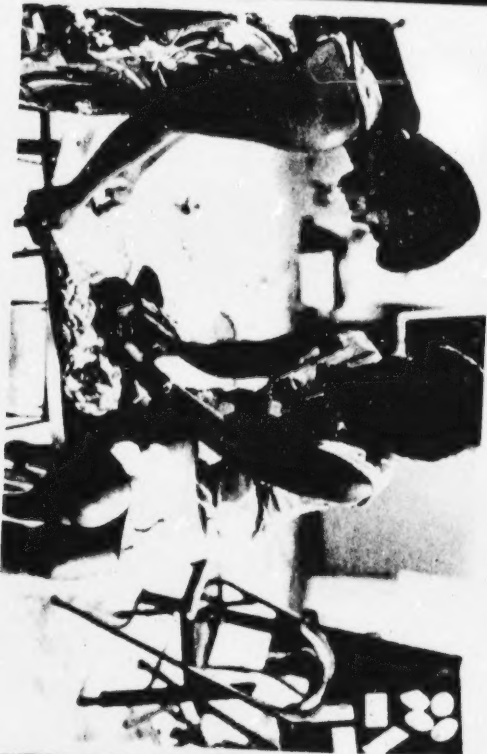
KAO MAÑASAONAO I MAÑAINA GUINI NA PROGRAMA?



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Got prisu na u fañaonao i mañaina guini na programa. Manisisita i idean-ñiha yan i konsehon-ñiha gi Advisory Council. Siha yan i Community Aides manmanayuda gi eskuela yanggen para mana'fanta' i tiningo' Chamorro.



AN OVERVIEW OF THE GUAM BILINGUAL EDUCATION PROJECT IN 1971-72

Dr. William A. Broadbent

Guam is a unique island in many respects. One of the most interesting aspects of the contemporary community involves its linguistic profile. Nearly half of the population is "statesider" in origin and are predominantly English-speaking persons. Another sizeable plurality of the population, primarily those persons with an extensive family ancestry on Guam, understand both English and a language indigenous to the Marianas Islands, called Chamorro. A small percentage of the community, primarily older people living in isolated areas, speak and understand only Chamorro. The Guam Bilingual Education Project was designed to provide bilingual children with bilingual education.

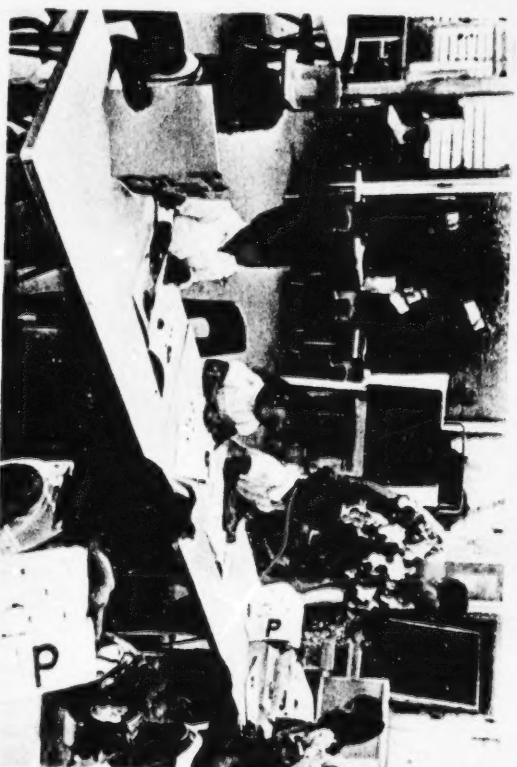
The 1970-1971 school year saw the implementation of the experimental bilingual education project on the island. The rationale behind this project rested and continues to rest upon the assumption that children who are exposed to learning environments where instruction is carried on in the vernacular media of the child's total environment may progress more rapidly in the acquisition of language arts skills than they might otherwise. The program was and also continues to be premised on the belief that children from bicultural backgrounds who are provided with bilingual educational programs may be more confident learners and more adequately motivated than those who are not.



The 1970-71 program went well. The 1971-72 program provided even more satisfying results. A perusal of the technical evaluation report reveals that most of the performance objectives were attained. * This required evaluation also provided much valuable information about learning gain profiles, utilized covariance to good effect and resulted in the development of a new instrument to measure Chamorro language proficiency. Because the federal act under which the program is administered required a high degree of evaluation rigor, a comparative evaluation methodology was used. While children in a control program also made commendable learning gains, children enrolled in the bilingual program did better in certain areas selected for special assessment. A review of the program management also indicated that desirable performance levels were attained. While some social and administrative difficulties were inevitably encountered during the year, these were successfully overcome. Parents in the community also continued to provide valuable assistance, cooperation and advice. This high level of cooperation is expected to continue during the 1972-1973 school year.



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Next year the program will operate at the kindergarten, first and second grade levels. Plans have been made to share information and ideas with a complementary program operating on Rota.

In summary, the program appears to be achieving desirable results among young learners. Much in the way of knowledge about the generic impact of bilingual education is also being obtained and strategies for the effective evaluation and administration of educational programs are being developed.

* Refer to Broadbent, Dr. William A. Project Kojehon Mandikike: An End-of-Year-Evaluation Report. Portland: Northwest Regional Educational Laboratory, 1972.

Para Manu Hit?

Estague' pa'go na matulalaika i tiempo,
 Mannuebu i kostumbre siha, pot ehemplo:
 Mas manmodetno i Chamorro siha,
 Ya chaddek manmaleffa ni' fina'pos-ñiha.

Meggai manbunitu gi kostumbren i hagas,
 Yan mannge' i korason tadtao kontodu i manma'gas.
 Kao siña mohon ta sigi ha' mo'na,
 I maolek na lina'la' ni' mañaina-ta fumotma?

Manmagof, manmalate', yan mambonmuchachu,
 Manmanguaiya, manrespetao, gi saguale' pat palasyo.
 Ma'adahi i tano', i familia, i hinenge.
 Manunas na tadtao, taya' u fambinende.

Lao pa'go para mo'na, manu ta falague?
 Hafa ta ayek, kao i agapa' pat akague?
 Nih i ta mantiene i mas guaguan na iyo-ta,
 I hinenge-ta, i tiningo'-ta, yan i bunitu na fino'-ta.

Nih i ta fandaña' ya ta satba i lengguahi-ta,
 Sa' bunitu i Chamorro yan kontodu i Chamorrta.
 Ta ayuda i hagas lina'la' nu i nuebu na tiningo',
 Sa' yanggen sigi taiguini taya' u falingu.

Antoinette C. Cruz